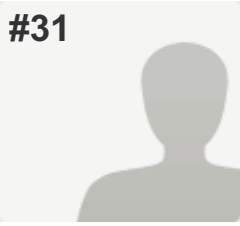


#31



COMPLETE

Collector: Web Link 1 (Web Link)

Started: Friday, June 12, 2015 8:53:31 AM

Last Modified: Thursday, August 13, 2015 3:37:02 PM

Time Spent: Over a month

IP Address: 207.28.172.6

PAGE 2

Q1: 1a. TLC Local Plan Measure (1)

Increase collaboration among teacher leaders and building principals to a weekly collaborative meeting; specifically in the area of professional development and instruction.

Q2: 1b. To what extent has this measure been met?

(no label)

Mostly Met

Q3: 1c. Description of Results (1) (limited to 3000 characters)

Our building principals met regularly and frequently with teacher leaders. In addition to formalized meetings that were required by the superintendent, building principals met with teacher leaders (instructional coaches) weekly to discuss the implementation of teacher leadership and to trouble shoot problems of practice.

The leadership team met every Wednesday at the beginning of the school year. Membership included two building principals and three instructional coaches. As our system continued to develop and evolve throughout the course of the school year, the building leadership team decided to meet less frequently, instead opting to meet every other Wednesday morning. The week in between these meetings was dedicated to principals meeting with the instructional coaches who were assigned to their attendance center. The primary focus of these meetings was to do a After Action Report (AAR) of the prior week professional development and to make final preparations for the professional development that was scheduled for the current week. Since professional development is scheduled weekly at Hudson Schools it was always timely to have these meetings in advance of the professional development. When the full team met, many of same principles were applied, however with a broader and district wide view.

PAGE 3

Q4: 2a. TLC Local Plan Measure (2)

Increase professional opportunities for teachers while at the same time increase recruitment and retention of all faculty.

Q5: 2b. To what extent has this measure been met?

(no label)

Mostly Met

Impact of TLC Plan

Q6: 2c. Description of Results (2) (limited to 3000 characters)

Of the five teacher hired in 2014-2015, 1 teacher exited in the first year (moved to another school district) for an exit rate of 20%, a first year retention rate of 80%. In the previous school year the district hired 3 teachers and had 1 teacher exit for an exit rate of 33% resulting in a retention rate of 66%. The district showed improvement in the first year retention rate.

PAGE 4

Q7: 3a. TLC Local Plan Measure (3)

Increase professional opportunities for strengthened instruction in Hudson Schools while ensuring connection to district initiatives.

Q8: 3b. To what extent has this measure been met?

(no label)

Mostly Met

Q9: 3c. Description of Results (3)(limited to 3000 characters)

This year we were able to strengthen our instruction by developing a comprehensive professional development plan in advance that gave a preview of the entire school year. This plan was developed in collaboration with the teacher leaders and connected to our district initiative. Each week, teacher leaders were able to design and deliver relevant professional development to faculty: math strategies; literacy professional development (primarily as it related to the implementation of FAST and progress monitoring techniques); and technology.

PAGE 5

Q10: 4a. TLC Local Plan Measure (4)

Retain all teacher leaders who had assumed anchor roles.

Q11: 4b. To what extent has this measure been met?

(no label)

Mostly Met

Q12: 4c. Description of Results (4)(limited to 3000 characters)

Of the 3 instructional coaches that we hired for the 2014-2015 school year, one elected to return to the classroom for an exit rate of 33%, a first year retention rate of 66%. Interestingly, many of our model teachers have also decided they are uninterested in returning to leadership roles for next year.

PAGE 6

Q13: 5a. TLC Local Plan Measure (5)

As a result of our teacher leadership system, increase student achievement.

Q14: 5b. To what extent has this measure been met?

(no label)

Mostly Met

Q15: 5c. Description of Results (5)(limited to 3000 characters)

Math Proficiency 2013-2014: 80.97; 2014-2015: 84.27 Reading Proficiency 2013-2014: 78.73; 2014-2015 79.03 Science Proficiency 2013-2014: 86.01; 2014-2015 86.14

PAGE 7

Q16: 6. Based on the results of you data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change).

We must do a better job of recruiting and retaining model teacher in the elementary. At times, there seems to be a sense of apathy when it comes to these positions in the elementary.

Q17: 7. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC as impacted your school improvement plan in your district.

At a leadership meeting I asked a teacher leader how she knew what she was doing was effective. At that point, she pulled out a ream of data and proved it!

Impact of TLC Plan

Q18: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

,

Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

,

Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

,

Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

,

Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.

PAGE 8

Q19: Name of School District:

Hudson

Q20: Name of Superintendent

Dr. Anthony D. Voss

Q21: Person Completing this Report

Dr. Anthony D. Voss

Q22: Date of Submission

6/17/15